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ABSTRACT

This packet of information consists of a cover letter, reporting requirements, general instructions, supplemental technical instructions, supplemental general information, and an information post card. The materials are provided to complete the 2000 Elementary and Secondary School Civil Rights Compliance Report, which is a survey administered by the Office for Civil Rights to collect information regarding key civil-rights issues. Specifically, the materials consist of the following: (1) 2000 Elementary and Secondary School Civil Rights Compliance Report District Summary: ED101; (2) Compliance Report Individual School Report: ED102; (3) Supplemental Technical Instructions for School District Contact Persons Regarding Compliance Report Media Selection; (4) Supplemental General Information for School District Contact Persons; (5) Supplemental General Information for Program Directors in Cooperative Service Units and BOCES Service Units; and (6) an information post card to be returned in order to specify whether the school district will report information by microcomputer diskette, paper forms, or mainframe computer data. (DFR)

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ED 444 242

[Elementary and Secondary School Civil Rights Compliance Report, 2000: Informational Materials.]

U.S. Department of Education, Office for Civil Rights

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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EA 030 560

UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-

July 31, 2000

Dear Superintendent:

I am writing to inform you of our plans regarding the 2000 Elementary and Secondary School Civil Rights Compliance Report, which is a survey administered by the Office for Civil Rights (OCR) to collect information regarding key civil rights issues in our nation's public schools. The Compliance Report has been administered regularly since 1968 pursuant to Federal civil rights laws. The information collected on the survey is used by OCR as well as by researchers and policymakers at all levels of government.

Your school district will be included in the upcoming 2000 Compliance Report. This letter is intended only to provide advance notice. The actual survey will not be sent until the fall of this year and will not be due until Spring 2001. Enclosed for the information of your data management staff are additional materials related to the 2000 Compliance Report, including a sample survey. This sample is for planning purposes only and should not be returned to us or used for actual reporting. There are two simple steps that we are asking your district to complete right now.

First, we ask that you identify the contact person in our district who will have primary responsibility for ensuring that the 2000 Compliance Report is completed for your district. This person should be anyone who can act on your behalf. Please share this letter and the enclosed materials with your contact person.

Second, we ask that your contact person complete and return to us by September 15, 2000, the short information post card enclosed with this letter. This easy-to-fill-out post card is a key piece of information that we need at the front-end of this process to ensure that your district can report information in the format most convenient for your district's staff.

Thank you for your time and attention to this important effort. If you or your contact person have any questions, please feel free to call us toll free at (866) 358-2976. You may also reach us by email at OCR_Canal@ed.gov, or by FAX at (202) 205-3698.

Sincerely,

Peter A. McCabe
Compliance Reports Project Coordinator
Office for Civil Rights

Attachments

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

OMB #1870-0500
Expiration Date: 12/31/2001

2000 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS COMPLIANCE REPORT DISTRICT SUMMARY: ED101

U.S. Department of Education, Office for Civil Rights
Washington, D.C. 20202-1172
Due Date: February 23, 2001

REPORTING REQUIREMENT

This Compliance Report is required by the U.S. Department of Education under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Implementing Regulations are issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, at 34 CFR 100.6(b); Title IX Regulations are at 34 CFR 106.71, and Section 504 Regulations are at 34 CFR 104.61.

Public Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0500. The time required to complete this information collection is estimated to average 7.5 hours per response, including the time to review instructions, research existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-1172. If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Compliance Reports Coordinator, U.S. Department of Education, 400 Maryland Avenue S.W., Room 5316, Switzer Building, Washington, D.C. 20202-1172.

GENERAL INSTRUCTIONS

- Please print legibly using a black ball-point pen.
- If you select to report via a mainframe computer cartridge or PC diskette, please see separate documentation.
- Information should be reported as of October 1, 2000, or the nearest convenient date prior to December 15, 2000, unless otherwise noted. Whenever possible, information should be provided consistent with the date of the special education Child Count in your state.
- **In order to allow us to distinguish between no students for a given item and non-applicability of that item for your district, please enter a response.** If the answer to a given item is *NONE*, enter *zero (0)* in the appropriate space. If a particular item is not applicable in your case, enter an X in the far right column.
- The certification signature block must be completed for the district by the superintendent or authorized representative. The certification pertains to *all* items on the ED-101 and ED-102 forms.
- **Please mail original forms to the Office for Civil Rights.** Retain photocopied ED-101 and ED-102 forms for your reference for two years from the date signed. The mailing address is: Compliance Report Project Office, Office for Civil Rights, 400 Maryland Avenue, S.W., Washington, D.C. 20202-1172.
- Please add the telephone number and the **FAX telephone number** in the appropriate boxes on the form for the individual in your district who can respond to questions we might have.

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DEFINITIONS

PUBLIC SCHOOL. An institution that provides pre-school, elementary, and/or secondary instruction, has one or more grade groupings *(pre-kindergarten through 12)* or is ungraded, has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator(s), receives public funds as its primary support, and is operated by an education agency. Public schools include charter schools that receive public funding from local or state sources.

PUBLIC SCHOOL MEMBERSHIP. An unduplicated count of students in membership in a district which is taken, wherever possible, on the date consistent with the special education Child Count in your state (but no earlier than October 1, 2000, and no later than December 15, 2000). The count includes students enrolled in non-district facilities and in pre-kindergarten/pre-school programs.

NON-DISTRICT SCHOOL OR FACILITY. A public or private school or facility that provides instruction or services that are not provided by the local education agency. This includes regional service agencies that provide administrative or special services to local education agency students. A private school may serve children with disabilities who are placed by a public agency in the private school, and who receive special education and related services in the private school at public expense.

CHILDREN WITH DISABILITIES-IDEA. Under the *Individuals with Disabilities Education Act (IDEA)*, children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, multiple disabilities, or developmental delay, and who, by reason thereof, need special education and related services.

CHILDREN WITH DISABILITIES-504. An elementary or secondary student with a disability who is being provided with related aids and services under *Section 504 of the Rehabilitation Act of 1973*, as amended, and **is not** being provided with services under the *Individuals with Disabilities Education Act (IDEA)*.

PREGNANT STUDENT. A childbearing woman who is of school age and either is or was enrolled in school at some time during the previous school year.

SPECIFIC INSTRUCTIONS

Item 1. Number Of Public Schools. This number should be equal to the number of Individual School Report ED-102 form(s) submitted with the District Summary ED-101 for this district.

Item 2. Public School Membership. An unduplicated count of students in membership in the district as of October 1, 2000, or the nearest convenient date prior to December 15, 2000. Whenever possible, report public school membership on the date which is as consistent as possible with your state's special education Child Count.

Item 4. Number Of Children With Disabilities-IDEA. Count only the students in this district who are eligible under the *Individuals with Disabilities Education Act*. This number may not necessarily be the same as the aggregate of students reported on the ED-102 form(s) under *Item 10, (Tables 10.1, 10.2, and 10.3), Children with Disabilities*, and *Item 11, Additional Categories of Children with Disabilities*. Include also students in non-district facilities and pre-kindergarten/pre-school children. Intermediate units are considered non-district facilities. Note: Students in non-district facilities and pre-kindergarten are counted on this form but ***not*** on the ED-102 form.

Item 8. Testing. Please mark the appropriate bubble regarding district- or state-required tests that students in your district were required to pass in the previous 1999-2000 school year.

SPECIAL NOTE

In Item 5 of the ED-102 form, information is collected regarding charter schools. The instruction for charter schools in Item 5 of the ED-102 form says:

> A charter school is a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school.

Only provide data for charter schools for which you have received a pre-printed form. Darken the *YES* bubble if the school is a charter school; otherwise, **darken** the *NO* bubble.

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
2000 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
DISTRICT SUMMARY: ED101
17215 **Due Date: February 23, 2001**

PLEASE CORRECT OR SUPPLEMENT THE INFORMATION ON THE LABEL IF IT IS INCORRECT OR INCOMPLETE.

District Name:

District Address: *Street or P.O. Box*

City/Post Office:

County: State: Zip:

1. **Report the total number of public schools in this district:**
2. **Report public school membership of this district (include students served in out-of-district facilities):**
3. **How many children are awaiting initial evaluation for special education programs and related services?**
4. **Report the number of children with disabilities-IDEA. Count only students eligible under the *Individuals With Disabilities Education Act*. Do not count students with disabilities who are solely being served under *Section 504 of the Rehabilitation Act of 1973*.**

   Of this number, how many are in each of the following (a-c):

   a. How many children are receiving special education and related services in this district's schools or facilities?

   b. How many children are receiving special education and related services in a *non-district* school or facility?

      Of this number, how many are in each of the following [(1) - (6)]:

      (1) Public residential placement?
      (2) Private residential placement?
      (3) Private separate school?
      (4) Public elementary or secondary school located in another district?
      (5) Regional service agency or intermediate unit?
      (6) Homebound/hospital?

   c. How many children have been evaluated as requiring special education and related services, but are not receiving these services?

5. **Among the children reported under 4a. and 4b. above, how many are pre-kindergarten/pre-school children?**
6. **Report the number of students who were identified as pregnant, for part or all of the school year, in School Year 1999-2000.**

   a. **Of this number, how many are not in school this year? (Do not count students who graduated.)**

7. **How many children have been identified as having a disability and are receiving related aids and services solely under *Section 504 of the Rehabilitation Act of 1973*? Do not count children who have been identified as having a disability who are receiving services under the *Individuals with Disabilities Education Act*.**
8. **Were students in your district required in the previous school year (1999-2000), to pass a district-required or state-required test:**

   a. to be promoted from any one grade to the next successive grade? ○ Yes, required by the district ○ Yes, required by the state ○ No

   b. to graduate from high school? ○ Yes, required by the district ○ Yes, required by the state ○ No

CERTIFICATION: ***I certify that the information is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001]).***

Signature of Superintendent or Authorized Representative

Title

Telephone ( ) -

Fax ( ) -

Date / /

OMB No. 1870-0500
Expiration Date: 12/31/2001

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OMB#1870-0500
Expiration Date: 12/31/2001

2000 ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS COMPLIANCE REPORT INDIVIDUAL SCHOOL REPORT: ED102

U.S. Department of Education, Office for Civil Rights
Washington, D.C. 20202-1172
Due Date: February 23, 2001

REPORTING REQUIREMENT

This Compliance Report is required by the U.S. Department of Education under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Implementing regulations are issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, at 34 CFR 100.6(b); Title IX regulations at 34 CFR *106.71*; and the Section 504 regulations are at 34 CFR 104.61.

Public Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0500. The time required to complete this information collection is estimated to average 9 hours per response, including the time to review instructions, research existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-1172. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Compliance Reports Coordinator, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 5316, Switzer Building, Washington, D.C. 20202-1172.

GENERAL INSTRUCTIONS

- This form should be completed for each public school in the district.
- Please print legibly using a black ball-point pen.
- If you select to report via a mainframe computer cartridge or PC diskette, please see separate documentation.
- Information should be reported as of October 1, 2000, or the nearest convenient date prior to December 15, 2000, unless otherwise noted. Whenever possible, information should be provided consistent with the date of the special education Child Count in your state.
- **In order to allow us to distinguish between no students for a given item and non-applicability of that item for your school, please enter a response to all items.** If the answer to a given item is *NONE*, enter *zero (0)* in the appropriate space. If a particular item is not applicable in your case, enter an X in the "total" column if the item has a total; otherwise, enter an *X* in the far right column for that item.
- **Please mail original forms to the Office for Civil Rights.** Retain photocopied ED-101 and ED-102 forms for your reference for two (2) years from the date signed. The mailing address is: Compliance Report Project Office, Office for Civil Rights, 400 Maryland Avenue, S.W., Washington, D.C. 20202-1172.
- The "Optional TOTAL" in Column 6 of Tables 10.1, 10.2, and 10.3, and Column 4 and Row J of Table 11 are not required by OCR. They are intended for your use in making calculations if you choose to do so.
- Please add the telephone number and the **FAX telephone number** in the appropriate boxes on the form for the individual in your school who can respond to questions regarding this form.
- The certification signature block located on page 5 must be completed for all schools. **It is essential that all ten (10) pages be returned, even if no items are completed on pages 6, 7, 8, or 9.** The certification pertains to all items on the ED-102 form.
- **All schools must complete Item 17 (Teachers) on page 10 of the form.**

Page 1: ED102 - Instruction Sheet

DEFINITIONS

PUBLIC SCHOOL. An institution that provides pre-school, elementary and/or secondary instruction; has one or more grade groupings *(pre-kindergarten through 12)* or is ungraded; has one or more teachers to give instruction; is located in one or more buildings; has an assigned administrator(s); receives public funds as its primary support; and is operated by an education agency. Public schools include charter schools that receive public funding from local or state sources.

PUBLIC SCHOOL ENROLLMENT. An unduplicated count of students enrolled in the district as of October 1, 2000, or the nearest convenient date prior to December 15, 2000. Whenever possible, report public school enrollment on the date which is as consistent as possible with the special education Child Count date in your state.

CHILDREN WITH DISABILITIES-IDEA. Under the *Individuals with Disabilities Education Act (IDEA)*, children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, deaf-blindness, multiple disabilities, or developmental delay; and who, by reason thereof, need special education and related services.

CHILDREN WITH DISABILITIES-504. An elementary or secondary student with a disability who is being provided with related aids and services under *Section 504 of the Rehabilitation Act of 1973*, as amended, and **is not** being provided with services under the *Individuals with Disabilities Education Act (IDEA)*.

- Children receiving special education services under the *Individuals with Disabilities Education Act (IDEA)*, defined under Children with Disabilities-IDEA above, are reported in the column *"Served under IDEA"* in Table 9, or *"Students with Disabilities/IDEA"* in Tables 12A and 12B, or *"Students with Disabilities-IDEA"'* in Tables 7, 14, and 15. Children receiving services under *Section 504 of the Rehabilitation Act of 1973*, as amended, are reported in the column *"Served under Section 504 Only"* in Table 9 and in the column *"Section 504 Only"* in Tables 12A and 12B.

ABILITY GROUPING. Pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, and who are ability grouped for classroom instruction in mathematics, or English-Reading-Language Arts.

NOTE ONE: In this application, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses, i.e., Algebra I as a prerequisite for Algebra II.

NOTE TWO: Ability grouping includes students pulled out of their regular mathematics, or English-Reading-Language Arts classes for Title I purposes in these subject areas.

RACE/ETHNICITY CATEGORIES

- *American Indian or Alaskan Native*: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- *Asian or Pacific Islander*: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- *Hispanic*: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- *Black (Not of Hispanic Origin)*: A person having origins in any of the Black racial groups of Africa.
- *White (Not of Hispanic Origin)*: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

NOTE: In October 1997, the Office of Management and Budget (OMB) announced its decision concerning the revision of the standards for Federal data on race and ethnicity. In that announcement, OMB reported that there would be five racial categories -- American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and White -- and one ethnic category -- Hispanic or Latino. Additionally, OMB announced that individuals would be allowed to select one or more categories. Under the new reporting requirements, a single, multi-racial category can **not be used**. OCR is currently working with OMB and other program offices in the U.S. Department of Education to develop reporting categories for aggregating multiple race responses. OCR expects to use these categories in the coming years in future versions of this Compliance Report. The Office for Civil Rights will provide ample notice to public elementary and secondary schools before these revisions go into effect.

LIMITED ENGLISH PROFICIENT (LEP) STUDENT. (1) Individuals who were not born in the United States or whose native language is a language other than English; (2) individuals who come from environments where a language other than English is dominant; and (3) individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

- The *LEP* column in Tables 7, 8, 10.1, 10.2, 10.3, 12A, 12B, 13, 14, and 15 means the number of students needing LEP programs.

NOTE: **The three definitions which follow (which are used in Tables 10.1, 10.2, 10.3, and 11) are consistent with definitions used by the Office of Special Education Programs Placement form.**

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS LESS THAN 21 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource rooms.

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS AT LEAST 21 PERCENT BUT NO MORE THAN 60 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE REGULAR CLASS FOR MORE THAN 60 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who receive education programs in separate day or residential facilities. This category may include children placed in: self-contained classrooms with part-time instruction in a regular class or self-contained special classrooms with full-time special education instruction on a regular school campus.

SPECIFIC INSTRUCTIONS

Item 1. Grades Offered. Darken the appropriate *YES* or *NO* bubble for each grade offered in this school. Also **darken** the bubble which represents the level that you consider your school to be. If you consider your school to be other than an elementary, middle/junior, or high school (for example, a school which offers instruction at more than one of these levels), please **darken** the *OTHER* bubble. If your school is totally ungraded, **darken** the *totally ungraded* bubble.

Item 2. Special Education. Darken the *YES* bubble if this school offers *only* special education classes, otherwise **darken** the *NO* bubble.

Item 3. Ability Grouping. Darken the *YES* bubble if you have any students in this school who are ability grouped for classroom instruction in mathematics or English-Reading-Language Arts; otherwise, **darken** the *NO* bubble.

NOTE ONE: In this application, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses, i.e., Algebra I as a prerequisite for Algebra II.

NOTE TWO: Ability grouping includes students pulled out of their regular mathematics, or English-Reading-Language Arts classes for Title I purposes in these subject areas.

Item 4. Magnet School or Program. A magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation. Racial isolation means a school with 50 percent or more minority enrollment. **Darken** the appropriate bubble, if this school is a magnet school or has a magnet program, regardless of the source of funding, i.e., Federal, state, or local government.

Item 5. Charter School. A charter school is a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school. **Only provide data for charter schools for which you have received a pre-printed form. Darken** the *YES* bubble if the school is a charter school, otherwise, **darken** the *NO* bubble.

Item 6. Alternative School. An alternative school is a public elementary or secondary school that addresses the needs of students which typically cannot be met in a regular school and provides nontraditional education which falls outside of the categories of regular education, special education, vocational education, gifted and talented or magnet school programs. This definition includes schools which are adjunct to a regular school, e.g., are located on the same campus as a regular school but have a separate principal or administrator. **Darken** the *YES* bubble if this school is an alternative school; otherwise, **darken** the *NO* bubble. Also **darken** as many bubbles as are appropriate if the school is designed to meet the needs of pregnant students, students with academic difficulties, and/or students with discipline problems.

Item 7. Pupil Statistics. (Do not include *pre-kindergarten/pre-school* children)

NOTE: The column *"Students with Disabilities: IDEA"* in this table means children with disabilities receiving special education services under the *Individuals with Disabilities Education Act*. The column *"LEP"* in this table means the number of students needing LEP programs.

A. **Enrollment.** Enter in Table 7, Row A the unduplicated count of students on the rolls of the school taken, whenever possible, as of the date which is consistent with the date of the special education Child Count in your state (but no earlier than October 1, 2000, and no later than December 15, 2000). **The total number of male and female students in the *Students with Disabilities:IDEA* column (column 7) should be equal to the sum of the totals reported in Tables 10.1, 10.2, 10.3, and 11.**

B. **In Gifted Or Talented (G/T) Programs.** Enter in Table 7, Row B the number of students enrolled in special programs during regular school hours for students who possess unusually high academic ability or a specialized talent or aptitude such as in literature or the arts. Count students once regardless of the number of classes in which they are enrolled.

C. **Needing LEP Programs.** Enter in Table 7, Row C the number of students who have a home language other than English and who are so limited in their English proficiency that they cannot participate meaningfully in the school's regular instructional program.

D. **Enrolled In LEP Programs.** Enter in Table 7, Row D the number of students reported in Table 7, Row C as needing LEP programs who are enrolled in a program of language assistance (e.g., English-as-a-Second-Language or bilingual education). Do not count students enrolled in a class to learn a language other than English.

Item 8. Discipline of Students without Disabilities.

NOTE: Discipline of Students with Disabilities is reported in Table 9, using definitions of long-term suspension which correspond to those used in the *Individuals with Disabilities Education Act*. Data for students without disabilities should use the following definitions.

A. **Corporal Punishment.** Enter in Table 8, Row A the number of students who received corporal punishment during the previous (1999-2000) school year. *Corporal punishment* is paddling, spanking, or other forms of physical punishment imposed on a student. If your state or school district has a policy banning corporal punishment, please enter X in the far right box to indicate that this item does not apply. Count each student only once regardless of the number of times he or she was punished.

B. **Out-of-School Suspensions.** Enter in Table 8, Row B the number of students suspended from school for at least one (1) day during the previous (1999-2000) school year. *Out-of-School Suspension* is defined as excluding a student from school for disciplinary reasons for one school day or longer. Count students only once regardless of the number of times suspended. Do not count students suspended from the classroom who served the suspension in the school.

C. **Total Expulsions.** Enter in Table 8 Row C, the number of students expelled from school during the previous (1999-2000) school year. An *expulsion* is defined as the exclusion from school for disciplinary reasons that results in the student's removal from school attendance rolls or that meets the criteria for expulsion as defined by the appropriate state or local school authority. This includes expulsions where the student, although expelled from a particular school, continues to receive educational services from the district. Do *not* include suspensions.

D. **Expulsions--Total Cessation of Educational Services.** Of the total number of students expelled from school during the previous (1999-2000) school year (Table 8 Row C), enter the number who had a total cessation of educational services--that is, the student, after expulsion from a school, was not offered other educational services by either the school or the district.

E. **Expulsions--Zero Tolerance Policies.** Of the total number of students expelled during the previous (1999-2000) school year (Table 8 Row C), enter the number of students who were expelled because of zero tolerance policies. A zero tolerance expulsion policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (for example, some zero tolerance policies specify offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors).

NOTE: A zero tolerance expulsion policy should still be included in your response to this question, even if the resulting "mandatory" expulsion may be subject to some narrow or limited exceptions. For example, the Federal Gun -Free Schools Act permits "State law to allow the chief administering officer of . . . a local education agency to modify such expulsion requirement for a student on a case-by-case basis", and State or district zero tolerance expulsion policies may similarly give discretion for limited exceptions to the strict application of the expulsion requirement. Such policies would still be "zero tolerance policies" which should be included in your responses to this question. The count requested should only include students actually expelled as a result of such policies.

Item 9. Discipline of Students with Disabilities. Schools must report data on the numbers of students receiving corporal punishment during the 1999-2000 school year in Row A (see Item 8 for definition of corporal punishment). Schools also must report data on the number of students with disabilities who received long-term suspensions/expulsions during the 1999-2000 school year (suspensions of more than 10 days) in Row B (students who continued to receive services) and Row C (students for whom there was a cessation of services). The column entitled "*Served under Section 504 Only*" refers to those students receiving services solely under *Section 504 of the Rehabilitation Act of 1973, as amended*. In each row, report students only once regardless of the number of times he or she was disciplined. See general instructions for the appropriate response if a cell has no students or is not applicable to this school. Individual students may be reported in more than one row.

Item 10. Children with Disabilities. (Do *not* count *pre-kindergarten/pre-school* children.) Enter the number of students with disabilities by race/ethnicity, educational placement, sex, and LEP. Report all students receiving special education services at this school, whether or not they reside in this school district. Count each student only once. If a student has more than one disability, count by the primary disability. Please read the instructions fully before completing this item.

Enter in Table 10.1:

MENTAL RETARDATION. This refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a child's educational performance.

A. *Mild Retardation*. Students require intermittent support to perform functional academic skills, activities of daily living (self-care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. This support may be episodic, time-limited (may be intense but for a relatively short period of time), or of low intensity over a long period of time.

B. *Moderate Retardation*. Students require limited but continuing support to perform functional academic skills, activities of daily living (self-care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. This support may be consistent over time. It may be either time-limited (but may be intense for a substantial period of time), or of low intensity over a life span.

C. Severe *Retardation*. Students require extensive or pervasive support to perform functional academic skills, activities of daily living (self-care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. Support may be of high intensity, over long periods of time, or potentially life sustaining.

NOTE: Complete Rows A, B, and C if your school collects this information. Rows A, B, and C are optional if your school does **not** already collect this information. If a particular cell is not applicable, enter an X in the right-most box of the cell.

D. *Total is the total of Table 10.1 Rows A, B, and C*. You must complete Row D, regardless of whether or not you have reported data in Rows A, B, and C. If a particular cell is not applicable in your case, enter an X in the right-most box of the cell.

NOTE: The computational total in column 6 of this table is optional. You may complete it if it will assist you in your computations. It is not required by OCR.

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Enter in Table 10.2:

NOTE: The definitions of disability categories which follow are the same as the definitions used by the Office of Special Education Programs, as specified in the regulations for the *Individuals with Disabilities Education Act*.

A. *Emotional Disturbance*. [previously entitled Serious Emotional Disturbance] This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

B. *Specific Learning Disability*. This refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

NOTE: The computational total in column 6 is optional. You may complete it if it will assist you in your computations. It is not required by OCR.

Enter in Table 10.3: Developmental Delay.

Developmental Delay as defined in the *Individuals with Disabilities Education Act* is defined as a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Please refer to the instructions on the table for this item before you complete it, in order to ensure that your state and your district meet all necessary requirements.

NOTE: The computational total in column 6 is optional. You may complete it if it will assist you in your computations. It is not required by OCR.

NOTE: The column *LEP* in these tables means the number of students needing LEP programs.

Item 11. Additional Categories of Children with Disabilities. (Do *not* include *pre-kindergarten/pre-school* children). Enter the number of students by educational placement and by disability. Report all students receiving special education services at this school, whether or not they reside in this school district. Count each student only once. If a student has more than one disability, count by the primary disability.

NOTE: The computational total in column 4 is optional. You may complete it if it will assist you in your computations. It is not required by OCR.

A. *Hearing Impairments*. This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

B. *Speech or Language Impairments*. This refers to a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

C. *Visual Impairments*. This refers to a visual impairment which, even with correction, adversely impacts a child's educational performance. The term includes both partial sight and blindness.

D. *Orthopedic Impairments*. This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

E. *Autism*. This refers to a development disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

F. *Traumatic Brain Injury*. This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language, memory; attention; reasoning; abstract thinking; judgement; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

G. *Deaf-Blindness*. This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or children with deafness.

H. *Multiple Disabilities*. This refers to concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.), the combination of which causes such severe educational problems that the problems cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

I. *Other Health Impairments*. This refers to having limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

J. *Total*. This is an optional computational row. You may complete it if it will help you in your computation. It is not required by OCR.

Note on maintaining data by sex on students with disabilities: The sum of the totals reported in Tables 10.1, 10.2, 10.3 and 11 equals the number of Students With Disabilities receiving special education services under IDEA reported in Column 7 on Table 7, Row A. A student should be counted only once, based on the child's primary disability, and in only one of the four tables. Although you are not required to report data by sex on Table 11, you are required to maintain data on the sex of all students with disabilities for the purposes of responding to Table 7 Row A. Please note that districts are only required to provide data on the sex of specific subcategories of students with disabilities in Tables 10.1, 10.2, and 10.3.

SPECIFIC INSTRUCTIONS FOR TABLES 12A AND 12B: TESTING

TABLE 12A IS TO BE COMPLETED BY ELEMENTARY AND MIDDLE SCHOOLS (GRADES K-8)

Table 12A. Testing (for Grade-to-grade promotion) Please complete this table *if your school administered, in the 1999-2000 school year, a district- or state-required test that students are either required to pass or that is used as a significant factor in making promotion decisions for all students taking the test.* If your school conducted tests for grade-to-grade promotion for more than one grade, please photocopy the table as many times as are necessary BEFORE filling it out in order to report on each test. Report data using both the original table on this page and as many photocopied tables as are appropriate.

If students were **not** required to pass a district- or state-required test to be promoted from one grade to the next, please **darken** the bubble entitled *"No such tests were administered"*.

If students were required to pass such a test, please **darken** the appropriate bubble indicating whether this test was a "sole criterion" or a "significant criterion", and complete the table. If all students were required to take a district- or state-required test, and must pass the test to be promoted from one grade to the next, please **darken** the bubble entitled *"Sole criterion"*. However, if all students were required to take the test, and the test is an important criterion in the decision on whether or not to promote the student from grade to grade, but other criteria, such as teacher recommendations or student grades were used in the promotion decision, please **darken** the bubble entitled *"Significant criterion"*.

Please provide the following data for the testing of students in these grades during the 1999-2000 school year, by race/ethnicity, limited English proficiency (in the column entitled *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities-IDEA)* or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*), and sex.

Do not count students who were not tested because they passed the test on a previous occasion.

Include in Rows A or B those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students.

All students who were excluded from taking a test for grade-to-grade promotion and who did not take an alternate assessment should be reported in Row C.

Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a state- or district-wide assessment program, even with appropriate accommodations.

If students are required to pass more than one test in order to be promoted from one grade to the next, include that student in the row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass; if the student failed one or more tests, report that student in the row entitled *Tested and Failed*.

TABLE 12B IS TO BE COMPLETED BY HIGH SCHOOLS (GRADES 9-12)

Table 12B. Testing (for Graduation from high school). Please complete this table *if your school administered, in the 1999-2000 school year, a district- or state-required test that students are either required to pass or that is used as a significant factor in making graduation decisions for all students taking the test.*

If students were **not** required to pass a district- or state-required test to graduate from high school, please **darken** the bubble entitled *"No such tests were administered"*. If students were required to pass such a test, please **darken** the appropriate bubble indicating whether this test was the "sole criterion" or a "significant criterion", and complete the table.
If all students were required to take a district- or state-required test, and must pass the test to graduate from high school, please **darken** the bubble entitled *"Sole criterion"*. However, if all students were required to take the test, and the test is an important criterion in the decision on whether or not the student graduates from high school, but such other criteria as teacher recommendations or student grades were used in the graduation decision, please **darken** the bubble entitled *"Significant criterion"*.

Please provide the following data for the testing of students during the 1999-2000 school year, by race/ethnicity, limited English proficiency (in the column entitled *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities-IDEA)* or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*), and sex.

Do not count students who were not tested because they passed the test on a previous occasion.

In Rows A or B, include those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students.

All students who were excluded from taking a test for graduation from high school and who did not take an alternate assessment should be reported in Row C.

Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a state- or district-wide assessment program, even with appropriate accommodations.

If students are required to pass more than one test in order to graduate from high school, include that student in the row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass; if the student failed one or more tests, report that student in the row entitled *Tested and Failed*.

ITEM 13 IS TO BE COMPLETED FOR THE HIGHEST AND LOWEST ELEMENTARY GRADES (BETWEEN GRADES 1 AND 6) ONLY

Item 13. Student Assignment. Complete this table only if the total percentage of minority students (American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black [Not of Hispanic Origin]) in this school is more than 20 percent but less than 80 percent. (Do not include *pre-kindergarten/pre-school* or *kindergarten*). Report only the **entry (lowest) or exit (highest) elementary grades, which are typically grades one and five or six**. Enter in Table 13 the grade level and **darken** the bubble under the respective *YES* or *NO* columns if students are grouped in that class according to ability level. For the ability grouping definition to be used in completing Table 13, please refer to Item 3 of the Specific Instructions. Please complete by race/ethnicity and limited English proficiency.

ITEMS 14-16 ARE TO BE COMPLETED FOR HIGH SCHOOL STUDENTS ONLY

Item 14. Advanced Placement. Enter the number of students by race/ethnicity, sex, LEP, and disability status (students receiving services under the *Individuals with Disabilities Education Act*) who are currently enrolled in Advanced Placement Program mathematics or science courses. Mathematics includes calculus AB and BC. Science includes biology, chemistry, and physics. If this school does *not* participate in a particular Advanced Placement Program course, **darken** the bubble in the *Not Offered* column for that course. If the school does not offer any Advanced Placement Programs for high school students please **darken** the *Not Offered* bubble for Table 14. Type of AP class means the particular AP course, i.e., mathematics, English, computer science, etc, --and *not* the number of AP classes offered.

Item 15. High School Completers. Enter the number of students who received a regular high school diploma or a certificate of attendance or completion from the previous (1999-2000) school year. Certificate of attendance or completion refers to an award of less than a regular diploma, or a modified diploma, or fulfillment of an Individual Education Plan for students with disabilities. Please complete by race/ethnicity, sex, LEP, and disability status (students receiving services under the *Individuals with Disabilities Education Act*).

Item 16. Interscholastic Athletics. For the entire previous school year (1999-2000), enter the number of sports, teams, and students as of the day of the *first* official interscholastic competition (e.g., game, match, meet). Do *not* include intramural sports or cheerleading. Count each competitive level of a given sport as a separate item (e.g., freshman, junior varsity, and varsity). For example, basketball is *one* sport, but there may be more than one basketball team (e.g., varsity boys, varsity girls, junior varsity boys, etc.). Count a student once for each team he or she is on. For example, a student should be counted *twice* if he or she is on *two* teams.

ITEM 17 IS TO BE COMPLETED BY ALL SCHOOLS

Item 17. Teachers. For item 17(a), enter the total number of full-time teachers employed by your school on October 1, 2000. For item 17(b), enter the number of full-time teachers employed by your school who meet all applicable state teacher certification requirements for a standard certificate. Do not include teachers who have emergency, temporary or provisional certification. For beginning teachers, include, as certified, those who have met all of the standard teacher education requirements with the exception of the State-required probationary period.

You must return all sheets of this form, even if you did not use pages 6, 7, 8, or 9 because it did not pertain to your school.

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
2000 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
INDIVIDUAL SCHOOL REPORT: ED102 DUE DATE: February 23, 2001

OMB No. 1870-0500
Expiration Date: 12/31/2001

17300

PLEASE CORRECT OR SUPPLEMENT THE INFORMATION ON THE LABEL IF IT IS INCORRECT OR INCOMPLETE

District Name

School Name

School Address *Street or P.O. Box*

City/Post Office

County | State | Zip

1. **Grades Offered:** (Darken all that apply.)
If this school is totally ungraded, darken this bubble ○

If this school is partially or totally graded, darken the grades offered in the bubbles below.

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
YES	○	○	○	○	○	○	○	○	○	○	○	○	○	○
NO	○	○	○	○	○	○	○	○	○	○	○	○	○	○

What is the level of this school?
○ Elementary ○ High School
○ Middle/Junior High ○ Other

2. **Special Education:** Does this school offer **only** special education services? ○ Yes ○ No

3. **Ability Grouping:** Do you have any students in this school who are ability grouped for classroom instruction in mathematics or English-Reading-Language Arts? ○ Yes ○ No

4. **Magnet School or Program:** a Is this school either a magnet school or a school operating a magnet program within the school? ○ Yes ○ No
b **If the answer to 4a was "YES"**, does the entire school population participate in the magnet school program? ○ Yes ○ No

5. **Charter School:** Is this school a charter school? ○ Yes ○ No

6. **Alternative School:** Is this school an alternative school? ○ Yes ○ No If so, is it designed to meet the needs of: ○ students with academic difficulties? ○ students with discipline problems? ○ pregnant students?

7. **Pupil Statistics:** (Do not include pre-kindergarten/pre-school children.) The column *Students with Disabilities IDEA* refers to children and youth receiving services under the *Individuals with Disabilities Education Act*

TABLE 7 Pupil Statistics

NUMBER OF STUDENTS	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) TOTAL	(7) Students with Disabilities IDEA	(8) LEP**
A Enrollment	M								
	F								
B In Gifted/ Talented Programs	M								
	F								
C Needing LEP Programs	M								
	F								
D Enrolled in LEP Programs (Of those reported in 7.C.)	M								
	F								

* SEX:
M = MALE;
F = FEMALE
**LEP = limited English proficient

The sum of the totals reported in Tables 10.1, 10.2, 10.3 and 11 equals the number of Students With Disabilities receiving special education services under IDEA reported in Column 7 on Table 7, Row A. Although you are not required to report data by sex on Table 11, you are required to maintain data on the sex of all students with disabilities for the purposes of responding to Table 7 Row A. Please note that districts are only required to provide data on the sex of specific subcategories of students with disabilities in Tables 10.1, 10.2, and 10.3.

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School Name _____

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Table 8: Discipline (Students Without Disabilities). Please report the following data for the 1999 - 2000 School Year. Do not include pre-kindergarten/pre-school children. **Please read the specific instructions for this table carefully before completing this item.**

TABLE 8

NUMBER OF STUDENTS	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) TOTAL	(7) LEP**
A Corporal Punishment	M							
	F							
B Out of School Suspensions	M							
	F							
C Total Expulsions	M							
	F							
D Expulsions - Total Cessation of Educational Services	M							
	F							
E Expulsions - Zero Tolerance Policies	M							
	F							

* SEX:
M = MALE;
F = FEMALE
**LEP = limited English proficient

Table 9: Discipline of Students with Disabilities. Please report, for the 1999 - 2000 School Year, data on corporal punishment and long-term suspensions/expulsions (both with and without services) for students with disabilities served under the *Individuals with Disabilities Education Act* (in the column entitled *Served under IDEA*) and *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Served under Section 504 Only*). See the specific instructions for the definition of long-term suspension/expulsion and the specific instructions for Item 8 for the definition of corporal punishment. For each row, count each student only once. Do not include pre-kindergarten/pre-school children. See general instructions for the appropriate response if a cell has no students or is not applicable to this school. Individual students may be reported in more than one row.

TABLE 9

NUMBER OF STUDENTS	(1) Served under IDEA	(2) Served under Section 504 Only
A Corporal Punishment		
B Long-term suspension/expulsion non-cessation of services		
C Long-term suspension/expulsion cessation of services		

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School Name _____

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***Item 10*: Children with Disabilities.** Please complete the following tables by race, sex, LEP and educational placement for the number of children with disabilities receiving services who, under the *Individuals with Disabilities Education Act*, are receiving services in this school. Educational placement is defined as the percentage of the day that a student receives special education services outside the regular class. Include all students attending this school regardless of whether they are resident or non-resident of the reporting school district. Do *not* count *pre-kindergarten/pre-school* children. See general instructions for the appropriate response if a cell has no students or is not applicable to this school (e.g., this school does not use the subcategories of mild, moderate, and severe).

TABLE 10.1

DISABILITY CATEGORY (See Specific Instructions, for Item 10, before completing this item.)	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM (7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***	(10) LEP****
A. Mild Retardation	M										
	F										
B. Moderate Retardation	M										
	F										
C. Severe Retardation	M										
	F										
D. TOTAL	M										
	F										

PLEASE FILL IN ALL INFORMATION INCLUDING LEP ITEMS. IF THE ANSWER IS ZERO, PLEASE ENTER ZERO. (For example, if you entered "school total" LEP data other than zero in Table 7 (Table 7, Row C, Column 6), but your school has no LEP students in the more specific "sub-total" categories on this page, please enter zero. If you have LEP students in these subcategories, please enter the number of these students.)

* SEX: M = MALE, F = FEMALE

** Dark lines denote that this part of the table is optional (See page 5 of instruction sheet.)

*** See Definitions on page 3 of ED102 instruction sheet for definitions, including complete label for ***Less than 21%, Between 21% and 60%, and More than 60%***

**** LEP = limited English proficient

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School Name _____

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TABLE 10.2

DISABILITY CATEGORY	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM (7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***	(10) LEP****
A Emotional Disturbance	M										
	F										
B Specific Learning Disability	M										
	F										
Total of Table 10.2 See page 6 of instruction sheet											

PLEASE FILL IN ALL INFORMATION INCLUDING LEP ITEMS. IF THE ANSWER IS ZERO, PLEASE ENTER ZERO. (For example, if you entered "school total" LEP data other than zero in Table 7 (Table 7, Row C, Column 6), but your school has no LEP students in the more specific "sub-total" categories on this page, please enter zero. If you have LEP students in these subcategories, please enter the number of these students.)

TABLE 10.3 IS TO BE COMPLETED ONLY BY SCHOOLS IN STATES WHICH HAVE ADOPTED THE CATEGORY OF DEVELOPMENTAL DELAY FOR STUDENTS WITH DISABILITIES IN KINDERGARTEN THROUGH AGE 9.

Table 10.3 Developmental Delay Schools are *only* permitted to submit data using the following table for children with disabilities in kindergarten through age 9 if 1) their state has adopted this category in accordance with the provisions of Section 602(3)(b) of the *Individuals with Disabilities Education Act* (IDEA), 2) the school district completing the ED 101 form has adopted this category, and 3) the state is actually using this category to report data from this school district for IDEA child count purposes. *Do not provide data using this table unless all three of these IDEA requirements are met.*

TABLE 10.3

DISABILITY CATEGORY	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM (7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***	(10) LEP****
Developmental Delay	M										
	F										

* SEX: M = MALE; F = FEMALE

** Dark lines denote that this part of the table is optional. (See page 6 of instruction sheet.)

*** See Definitions on page 3 of ED102 instruction sheet for definitions, including complete label for ***Less than 21%, Between 21% and 60%, and More than 60%***

**** LEP = limited English proficient

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Item 11. Additional Categories of Children with Disabilities: Please report by educational placement (the percentage of the day a student receives special education services outside the regular class) the additional children receiving special education services under the *Individuals with Disabilities Education Act*. Do not count *pre-kindergarten/pre-school* children. Include all students attending this school regardless of whether they are resident or non-resident of the reporting school district.

TABLE 11

DISABILITY CATEGORY	(1) LESS THAN 21% OF TIME OUTSIDE REGULAR CLASSROOM*	(2) BETWEEN 21% AND 60% OF TIME OUTSIDE REGULAR CLASSROOM*	(3) MORE THAN 60% OF TIME OUTSIDE REGULAR CLASSROOM*	(4) (Optional) TOTAL [COLUMN (1) + COLUMN (2)+ COLUMN (3)]
A. Hearing Impairments				
B. Speech or Language Impairments				
C. Visual Impairments				
D. Orthopedic Impairments				
E. Autism				
F. Traumatic Brain Injury				
G. Deaf-Blindness				
H. Multiple Disabilities				
I. Other Health Impairments				
J. TOTAL (Optional. See Instructions)				

Please Note:

1. Schools offering elementary grades - **Please complete Item 12A on Page 6 and Item 13 on Page 8 of the ED-102.**
2. Schools offering high school grades - **Please complete Item 12B on Page 7, Items 14 and 15 on Page 9 and Item 16 on Page 10 of the ED-102.**
3. Schools offering middle school grades - **Please complete Item 12A on Page 6 of the ED-102.**
4. **ALL SCHOOLS MUST COMPLETE ITEM 17 ON PAGE 10 OF THE ED-102.**

See instructions regarding maintaining data by sex for students with disabilities

NOTE: **PLEASE RETURN ALL SHEETS OF THE ORIGINAL FORMS TO THE OFFICE FOR CIVIL RIGHTS, EVEN IF YOU DID NOT USE ONE OF PAGES 6, 7, 8, OR 9 BECAUSE IT DID NOT PERTAIN TO YOUR SCHOOL.**

*See DEFINITIONS on page 3 of ED102 instruction sheet for definition, including the complete label.

CERTIFICATION: *I certify that the information is true and correct to the best of my knowledge and belief. A willfully false statement is punishable by law (U.S. Code, Title 18, Section 1001).*

Printed Name of Principal or Authorized Representative

Date ___ / ___ / _____

Telephone ___ - ___ - _____

Title

Fax ___ - ___ - _____

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School Name _____

17300

TO BE COMPLETED BY ELEMENTARY AND MIDDLE SCHOOLS (GRADES K-8) ONLY

Item 12A. Testing (Decision to Grade Promotion). Please complete the following table *if your school administered, in the 1999-2000 school year, a district- or state-required test that students are either required to pass or that is used as a significant factor in making promotion decisions for all students taking the test.* **If your school conducted tests for grade-to-grade promotion for more than one grade, please photocopy the page (prior to completing) as many times as are necessary in order to report on each test, and report data using both the table on this page and as many photocopied tables as are appropriate.** If students were **not** required to pass a district- or state-required test to be promoted from one grade to the next, please darken the bubble entitled *"No such tests were administered"*. If students were required to pass such a test, please darken the appropriate bubble indicating whether this test was the "sole criterion" or a "significant" criterion and complete the table. If all students were required to take a district- or state-required test, and must pass the test to be promoted from one grade to the next, please **darken** the bubble entitled *"Sole criterion"*. However, if all students were required to take the test, and the test is an important criterion in the decision on whether or not to promote the student from grade to grade, but other criteria, such as teacher recommendations or the student's grades were used in the promotion decision, please **darken** the bubble entitled *"Significant criterion"*. Please provide the following data for the most recent testing of students in these grades during the 1999-2000 school year by race/ethnicity, limited English proficiency (in the column marked *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities/IDEA*), or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*) and sex. *Do not count students who were not tested because they had passed the test on a previous occasion.* Include in Rows A or B those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students. All students who did not take the test should be reported in Row C. Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a state- or district-wide assessment program, even with appropriate accommodations. If students are required to pass more than one test in order to be promoted from one grade to the next, include that student in the Row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass, if that student failed one or more tests, report that student in the Row entitled Tested and Failed.

Please darken the appropriate bubble for information reported in this table:

○ **No such tests were administered** ○ **Sole criterion** ○ **Significant criterion**

Tests were required for promotion to:

○ Grade 2 ○ Grade 3 ○ Grade 5 ○ Grade 7

○ Grade 1 ○ Grade 4 ○ Grade 6 ○ Grade 8 ○ Grade 9

TABLE 12A

NUMBER OF STUDENTS	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) TOTAL	(7) Students with Disabilities/ IDEA	(8) Section 504 Only	(9) LEP**
A Tested and passed	M									
	F									
B Tested and failed	M									
	F									
C Not tested	M									
	F									
D Alternate Assessments	M									
	F									

IMPORTANT! RETURN THIS PAGE EVEN IF IT WAS NOT FILLED OUT

* SEX
M = MALE
F = FEMALE

**LEP = limited English proficient

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District Name _____

School Name _____

17300

TO BE COMPLETED BY HIGH SCHOOLS (GRADES 9-12) ONLY

Item 12B. Testing (High School Graduation). Please complete the following table *if your school administered, in the 1999-2000 school year, a district- or state-required test that students are either required to pass or that is used as a significant factor in making graduation decisions for all students taking the test.* If students were not required to pass a district- or state-required test to graduate from high school, please **darken** the bubble entitled *"No such tests were administered"*. If students were required to pass such a test, please darken the appropriate bubble indicating whether the test was the "sole criterion" or a "significant" criterion and complete the table. If all students were required to take a district- or state-required test, and must pass the test to graduate from high school, please **darken** the bubble entitled *"Sole criterion"*. However, if all students were required to take the test, and the test is an important criterion in the decision on whether or not the student graduates from high school, but other criteria, such as teacher recommendations or the student's grades were used in the graduation decision, please **darken** the bubble entitled *"Significant criterion"*. Please provide the following data for the testing of students in these grades during the 1999-2000 school year by race/ethnicity, limited English proficiency (in the column marked *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities/IDEA*), or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*) and sex. *Do not count students who were not tested because they had passed the test on a previous occasion.* Include in Rows A or B those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students. All students who did not take the test and have not passed the test in prior years should be reported in Row C. Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a state- or district-wide assessment program, even with appropriate accommodations. If students are required to pass more than one test in order to graduate, include that student in the Row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass; if that student failed one or more tests, report that student in the Row entitled *Tested and Failed*.

Please darken the appropriate bubble for information reported in this table:

○ No such tests were administered ○ Sole criterion ○ Significant criterion

TABLE 12B

NUMBER OF STUDENTS	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) TOTAL	(7) Students with Disabilities/ IDEA	(8) Section 504 Only	(9) LEP**
A Tested and passed	M									
	F									
B Tested and failed	M									
	F									
C Not tested	M									
	F									
D Alternate Assessments	M									
	F									

* SEX
M = MALE
F = FEMALE

**LEP = limited English proficient

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District Name _____

School Name _____

173003

ITEM 13 IS TO BE COMPLETED FOR THE LOWEST AND HIGHEST ELEMENTARY GRADES (BETWEEN GRADES 1 AND 6) ONLY

Item 13. Student Assignment If the total percentage of minority (American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black (Not of Hispanic origin)) students in this school is more than 20% but less than 80%, please complete the following table for all **elementary entry and exit classrooms** (that is, for the **lowest** grade offered and the **highest** grade offered between grades 1 and 6) in this school. See instructions on **entry** and **exit**. Do not count *pre-kindergarten/pre-school and kindergarten*. If you have any students in these classes who are ability grouped for instruction in mathematics, or English-Reading-Language Arts, please **darken YES**, otherwise **darken NO**. The Teacher ID is the unique identifier or first seven (7) characters of the teacher's last name. **For more than 13 classrooms, photocopy this chart and continue.** Make a copy for your records. If your entry or exit grade is part of a combined class (for example, kindergarten and 1st grade or 5th and 6th grade), please include the class in the table, report as the *grade* the entry or exit grade that is included in the class, and report on the total number of students in the class.

TABLE 13

	(1) TEACHER ID	(2) GRADE	ABILITY GROUPING (3) YES	ABILITY GROUPING (4) NO	RACE/ETHNICITY OF STUDENTS (5) American Indian or Alaskan Native	(6) Asian or Pacific Islander	(7) Hispanic	(8) Black, Not of Hispanic Origin	(9) White, Not of Hispanic Origin	(10) LEP*
A			O	O						
B			O	O						
C			O	O						
D			O	O						
E			O	O						
F			O	O						
G			O	O						
H			O	O						
I			O	O						
J			O	O						
K			O	O						
L			O	O						
M			O	O						

*LEP = limited English proficient

PLEASE FILL IN ALL INFORMATION INCLUDING LEP ITEMS. IF THE ANSWER IS ZERO, PLEASE ENTER ZERO. (For example, if you entered "school total" LEP data other than zero in Table 7 (Table 7, Row C, Column 6), but your school has no LEP students in the more specific "sub-total" categories on this page, please enter zero. If you have LEP students in these subcategories, please enter the number of these students.)

If there are more than thirteen (13) classrooms, darken here, and attach completed chart(s) O

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District Name _____

School Name _____

17300

ITEMS 14 AND 15 ARE TO BE COMPLETED BY HIGH SCHOOLS ONLY

Item 14. Advanced Placement: Please complete the following table if this school offers any of the listed Advanced Placement Program Courses for Senior High School Students. If this school does not participate in a particular advanced placement program course, darken the *Not Offered* bubble for that course. If this school does not offer any Advanced Placement Programs for high school students, **darken** this bubble ○

a. If your school offers advanced placement, how many different types of advanced placement classes does your school offer? ☐☐☐

PLEASE FILL IN ALL INFORMATION INCLUDING LEP ITEMS. IF THE ANSWER IS ZERO, PLEASE ENTER ZERO. (For example, if you entered "school total" LEP data other than zero in Table 7 (Table 7, Row C, Column 6), but your school has no LEP students in the more specific "sub-total" categories on this page, please enter zero. If you have LEP students in these subcategories, please enter the number of these students.)

TABLE 14

NUMBER OF STUDENTS	NOT OFFERED	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) Students with Disabilities IDEA	(7) LEP**
A. Mathematics	○	M							
		F							
B. Science	○	M							
		F							

*Sex M=Male, F=Female
**LEP = limited English proficient

Please use 1999 - 2000 data for questions 15 and 16 below.

Item 15. High School Completers: Please complete the following table if this school grants high school diplomas and/or certificates of attendance or completion. (Please use School Year 1999-2000 data.) Please see general instructions for the appropriate response if a cell has no students or is not applicable.

PLEASE FILL IN ALL INFORMATION INCLUDING LEP ITEMS. IF THE ANSWER IS ZERO, PLEASE ENTER ZERO.

TABLE 15

TYPE OF COMPLETION CERTIFICATE	SEX*	RACE/ETHNICITY (1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin	(6) Students with Disabilities IDEA	(7) LEP**
A. Diploma	M							
	F							
B. Certificate of Attendance or Completion	M							
	F							

*Sex: M=Male, F=Female **LEP = Limited English Proficient

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District Name _____

School Name _____

17300

ITEM 16 IS TO BE COMPLETED BY HIGH SCHOOLS ONLY

Item 16. Interscholastic Athletics: Please complete the following table using data from the entire previous School Year 1999-2000. See specific instructions for completing this table. If this school does not have interscholastic athletics, **darken** here ○

A Enter the number of sports with only male, only female, or both.
B Enter the number of teams with only male, only female, or both.
C Enter the number of participants by male and female.

TABLE 16

	(1) With only Male Students	(2) With only Female Students	(3) With both Male and Female Students
A Number of Different Sports			
B Number of Teams			

C Number of Participants in Teams by Gender

	(1) With only Male Students	(2) With only Female Students	(3) With both Male and Female Students
(a) Male			
(b) Female			

ITEM 17 MUST BE COMPLETED BY ALL SCHOOLS

Item 17. Teachers.

a. How many full-time teachers were employed by your school on October 1, 2000? ☐☐☐

b. How many full-time teachers employed by your school on October 1, 2000 meet all applicable state teacher certification requirements for a standard certificate? Do not include teachers who have emergency, temporary, or provisional certification. For beginning teachers, include as certified, those who have met all the standard teacher education requirements with the exception of the State-required probationary period. ☐☐☐

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2000 Elementary And Secondary School Civil Rights Compliance Report

Supplemental Technical Instructions For School District Contact Persons Regarding Compliance Report Media Selection

The following information will be useful for you as you complete the attached post card with which you will choose your preferred reporting option for the 2000 Elementary and Secondary School Civil Rights Compliance Report. You can choose one o three reporting formats.

Microcomputer Diskette Format: If you choose this reporting option, you will be mailed the software in a Windows format compatible with Windows 3.1 through Windows 2000, containing the name and address information for all the schools in your district. The program allows you to key ED101 data for your district and ED102 data for all schools, or to produce individual disks to send to each school. The program will also permit you to print ED101 and ED102 forms, as well as the instruction sheets. Once the ED102 forms have been completed for each school (by either school district personnel or individual schools' personnel), data can be compiled at the district level, and one diskette, containing the ED101 and ED102 data, returned to OCR. The software provides all the functions to accomplish this.

Minimum system requirements for use of the microcomputer reporting format includes: IBM compatible 486 or Pentium computer, Windows 3.1, 3.11, Windows 95/98/NT/2000 operating system, 4 Mb RAM, 7 Mb free hard drive space, a 3 ½" disk drive, and a mouse.

<u>If your microcomputer systems are compatible with the above minimum system requirements, we urge you to use the diskette option for reporting your 2000 E&S Compliance Report data</u>. Using this method will provide built-in edit checks and will ensure your data is free of inconsistencies. This will minimize our call-backs to you for corrections. If you choose the microcomputer diskette reporting option and find later that you cannot complete the report using this option, OCR will assist you in reporting using paper forms. *A change in reporting format will not change the February 23, 2001, due date by the Office for Civil Rights for receipt of data from your school district.*

When you receive the diskettes you requested, you will also receive a ***Users Guide***, along with notice of a telephone hotline number for your use in the event you need additional assistance or encounter any problems when using the system. *All diskettes sent to you are new and virus-free.* You will receive appropriate forms, instructions, etc. for the reporting format option you select. Diskette reporting on Macintosh is no longer supported due to low usage.

Paper Forms: You may, of course, continue to use paper Compliance Report forms. If you select this reporting option on the post card, this fall you will be sent one ED101 School District Summary form and ED102 Individual School Report forms for each public school building in your district. Identifying information will be imprinted on the forms you receive regarding your school district and each of the schools in your district.

Mainframe Computer Format: If you select the mainframe computer format you will be sent a record layout design for your use along with identification numbers for both your school district and each of the schools in your district. Mainframe data should be submitted on floppy disk, CD-ROM, or Iomega 100 Mb zip drive diskette. OCR no longer processes round data tapes, but we can process mainframe tape cartridges.

❑ **PLEASE COMPLETE AND RETURN THE ATTACHED POSTCARD BY SEPTEMBER 15, 2000.**

Please turn page for new information

NEW INFORMATION FOR THE 2000 COMPLIANCE REPORT. For the 2000 Compliance Report, we are developing, and hope to have ready for your use, the option to download your Compliance Report materials -- in any of the three reporting formats -- directly from an OCR Web site.

If this new Internet downloading capability is completed and available for use, and your district wishes to take advantage of it, OCR would not mail you any OCR materials. Instead, you will receive an e-mail from OCR with instructions on how to access your file via the Internet.

In order to use this possible new downloading capability, **first** indicate on the postcard your selection of Compliance Report format -- diskette, paper, or mainframe data tape. **Second**, check off the box on the right side of the post card indicating that you want to download Compliance Report materials. OCR will need your e-mail address. You can select only one of the three reporting formats set out in bold type on the postcard. You may change your reporting format at a later date.

Other Information

- If you return the postcard without selecting a specific reporting format, your district will be sent paper forms as the "default option."
- If a contact person is not designated on this postcard, our telephone and written communications will be with the school district superintendent.
- In the editing process, data questions may need to be FAXed or mailed to your school district, requesting that corrections be made and FAXed back to OCR.
- We will provide direct technical support to your district by telephone. Except for instances where very minor editing is required, school districts should submit any data corrections in writing.
- School districts should keep a complete copy of their ED101 and ED102 forms for at least two years from the date submitted to OCR.

2000 Elementary and Secondary School Civil Rights Compliance Report

Supplemental General Information for School District Contact Persons

- In the fall of this year, the Office for Civil Rights will be mailing to school districts the 2000 Elementary and Secondary School Civil Rights Compliance Report forms, which your district will need to complete and return in early spring 2001. This advance mailing is intended to provide your district with information regarding the Compliance Report, and to provide us with needed information as we plan for the mailout of Compliance Report forms.

- At this time, we are asking you only to complete and return the enclosed postcard which will allow you to select the reporting format most suitable for your district: paper form, diskette, or mainframe computer cartridge. Please refer to the attached supplemental technical information sheet for further information on these reporting formats. The supplemental technical information sheet also includes information on how your district can download forms from the Web. Depending on the option you choose, your district will be sent either a paper district level (ED101) form and paper forms for the schools in your district (ED102 forms), diskettes in the Windows operating environment that you have chosen, specifications for reporting data for your district and schools in your district on computer cartridge, or information on how you can download forms from the Web. Before completing the postcard, please see the enclosed information sheet for additional information regarding these reporting formats.

- Please select ONLY ONE reporting option on your postcard response. **Please complete and return the attached postcard no later than September 15, 2000.**

- We have also enclosed a sample reporting form, which your district can use to prepare for the 2000 Compliance Report. Please do not return the sample form to the Office for Civil Rights, and do not use the sample form for your reporting of 2000 Compliance Report data.

- You will receive 2000 Compliance Report forms in the format which you have indicated on the postcard. **The 2000 Compliance Report forms will be due no later than February 23, 2001.**

- The 2000 Elementary and Secondary School Civil Rights Compliance Report consists of two forms. The ED101 form must be completed at the school district level and the ED102 form must be completed for each school in your school district. All ED102 forms should be signed by a school official, collated by the school district with the authorized signature of the designated school district official, and mailed back to OCR together with the ED101 form.

- The Elementary and Secondary Civil Rights Compliance Report has been conducted for over 30 years (approximately every two years since 1968). The Report serves a number of different functions. One function is to help assess the progress of the nation's elementary and secondary schools in complying with civil rights laws. Another function is to provide information to researchers and policymakers at all levels of government. The number of districts included in the Compliance Report has varied over the years, from approximately one-third of the districts in the nation to all of the districts in the nation. As has been planned for a number of years now, the 2000 Compliance Report will include all districts in the nation.

- If your district participated in the 1997 Compliance Report or the 1998 Compliance Report, you already know that OCR, in these years, augmented the data items collected by the Compliance Report in order to better address developing or emerging civil rights issues. The additions included:

questions on tests that students are required to pass for promotion; some additional information on student discipline; and additional data on LEP students. We also significantly revised the items that we collect on students with disabilities in order to collect data using the same definitions as the Office of Special Education Programs, wherever possible.

- In contrast to 1997 and 1998, we have made few changes to the 2000 Compliance Report. Therefore, if you participated in the 1997 or 1998 Compliance Report, the Compliance Report form should look very familiar to you. The changes to the 2000 Compliance Report are the addition of items on the following:

  - Expulsions--Total Cessation of Services (Item 8.D of the ED 102): which asks for information from the previous (1999-2000) school year on the number of students expelled who had a total cessation of educational services, by race/ethnicity, limited-English proficiency, and sex;

  - Expulsion--Zero Tolerance Policies (Item 8.E of the ED 102), which asks for information for the previous (1999-2000) school year on the number of students who were expelled because of zero-tolerance policies;

  - Advanced Placement Classes (Item 14.A on the ED 102), which asks for the number of different types of Advanced Placement Classes; and

  - Teachers, which asks for the number of full-time teachers (Item 17.A of the ED102), and the number of full-time teachers with a State standard certification (Item 17.B of the ED102).

  Please consult the enclosed "sample" form for the definitions that accompany these new or augmented items.

- In addition, in response to school district feedback on the 1998 Compliance Report, we have revised the testing question (Item 12 of the ED102), to include a clarifying question about whether a test required for promotion or graduation is a sole criterion or significant criterion, and we have separated Item 12 into two parts: Item 12A (Grade-to-Grade Promotion), which should be completed by elementary and middle schools (Grades K through 8) only, and Item 12B (Graduation), which should be completed by high schools only. We hope that these revisions will make the testing question clearer and provide better data.

- Even if your district did not participate in the 1997 or 1998 Compliance Reports, your district should be aware of the requirement to collect and maintain the data requested on the Compliance Report forms. In her December 30, 1996, letter to all school superintendents, Norma Cantú, the Assistant Secretary of Education for Civil Rights, advised all districts of the requirement that districts keep and maintain data in an accessible form, and provide information to the Office for Civil Rights when requested. This letter may be reviewed at <<<http://www.ed.gov/ocr/reports2000>>>.

- If you have any questions after reading through all the enclosed information (including the enclosed information regarding specification of reporting formats), you can call us toll free at (866) 358-2976. If you choose to email us, the email address for technical assistance is **ESCR@ed.gov**, and our FAX number for technical assistance questions is (202) 358-2975. For your use, we have posted Frequently Asked Questions (FAQs) to the following Website <<<http://www.ed.gov/OCR/reports2000>>> for your information as you prepare for the 2000 Compliance Report.

  Thank you for your assistance in completing and mailing the postcard, as we prepare for the mailout of the 2000 Compliance Report forms.

2000 Elementary and Secondary School Civil Rights Compliance Report

Supplemental General Information for Program Directors
In Cooperative Service Units and BOCES Service Units

- We are sending you this supplemental information because of the unique nature of cooperative school districts and boards of cooperative education services (BOCES) programs. Education cooperative program and BOCES programs that function as receiving districts must provide Elementary and Secondary School Civil Rights Compliance Report data. This report is known as the E&S Compliance Report.

- This supplemental information is designed to help you determine whether or not your cooperative school district or a BOCES program is a receiving district. If so, your district will need to return the enclosed postcard which provides us with information on the format in which your district will be providing E&S Compliance Report data to the Office for Civil Rights. Please see the supplemental general instructions and supplemental technical instructions for school district contact persons before completing the postcard and returning it to the Office for Civil Rights.

- In the 1998 E&S Compliance Report, OCR first collected data on cooperative school districts and BOCES through a representative sample of 180 cooperative school districts and BOCES Service Units. For the 2000 Compliance Report, we will be collecting information from all of the cooperative school districts and BOCES programs that serve functionally as receiving school districts for students who are provided special education, vocational education, alternative education services, or other forms of public education services. Cooperative school districts and BOCES programs also provide support and ancillary services in regular school districts for students receiving one or more special or unique services, such as special education or related services, and other services.

- In the United States, there are approximately 1,200 regional service agencies, some of which provide regular school services to children. It is reported that there are BOCES type programs in about half the states in the country.

- Every cooperative school district and BOCES service unit is different. However, we have identified some common similarities that will assist you in determining whether your cooperative school district or BOCES unit is functioning as a receiving school district.

- The determining factors that indicate whether or not a education cooperative or BOCES unit program is functioning as a receiving district are:

  (1) Is the education cooperative or BOCES unit program providing whole day educational services in a cooperative or BOCES rented, owned, or operated facility?

  (2) Is the cooperative or BOCES providing whole day educational services for students in specially designated/reserved quarters (rooms or buildings) in a regular school building in a school district that serves children from that school district *as well as children from other school districts*?

  If the answer to both questions is "Yes," the home school district of the child is the sending school district, and does not count the student on their rolls. The education cooperative or BOCES unit program is the receiving district and should provide data for the Compliance Report.

- However, education cooperatives and BOCES units are *not* considered receiving school districts when they provide only partial day services for students, i.e., ancillary special education services of one type or another, in or out of the student's regular school district, or vocational education services where the student returns to his/her school district for core education subjects for part of the school day.

- Please note that Item 4.b. on the ED101 (district) form asks, "How many children are receiving special education and related services in a non-district school or facility?" This item is not applicable to cooperative or BOCES programs. A BOCES or cooperative school district should complete this item by marking an X, which indicates that item is not applicable.

- We can provide assistance on whether or not it is appropriate to identify one or more classes in a given cooperative school district or BOCES facility as a "school building" for the purpose of completing the ED102 (individual school building) Compliance Report form. Specifically, we can provide assistance on whether or not the cooperative school district or BOCES unit should report on separate small classes or programs conducted in one facility or in separate facilities as one "school building". In general, we suggest that if there are 3-5 or more classes or programs offered by the cooperative program or BOCES in separate small classes or programs in one facility or different nearby facilities, the programs should be reported together as a "school building". However, you may wish to contact us to discuss how this would apply to a given BOCES or cooperative school district.

- If you need further information or clarification, please contact the E&S Compliance Report Project workgroup by e-mail at OCR_Canal@ed.gov.

*Please check **one** of the following reporting media format options for the 2000 Elementary and Secondary School Civil Rights Compliance Report. **Only one may be selected**. See Supplemental Technical Instructions for additional information.*

❑ **MICROCOMPUTER DISKETTE**

Windows 3.1 through Windows 2000 format on high density 3 ½" disk

❑ **PAPER FORMS** ❑ **MAINFRAME COMPUTER DATA**

Possible Internet Download Option: If OCR completes development of the new Internet download option, discussed in the Supplemental Technical Instructions, and your district wishes to use this option, you would download the option you selected above directly from the Internet. If you wish to do so, *please check the box to the right*. OCR would not mail the materials to you. Instead, in November you would receive by e-mail your password, user ID, and instructions on how to access the Internet file. In order to use this option, OCR must have your e-mail address.

❑

If the Internet download option can not be developed in time for the 2000 Compliance Report Cycle, you will be advised by e-mail.

Please provide contact and mailing information. (Please print.)

Name of Contact Person: _____

Phone Number: ( ) _____ Ext _____ FAX Number: ( ) _____

E-Mail Address: _____ @ _____

Mailing Address (Use **ONLY** if your district mailing address has changed from the pre-printed return address on the post card.)

_____ _____
(Street Address) (Room Number or Suite)

_____ _____ _____
(City or Town) State ZIP

PLEASE FOLD THIS POST CARD AT THE PERFORATION AND TAPE THE POST CARD BEFORE MAILING.

2000 ELEMENTARY & SECONDARY SCHOOL CIVIL RIGHTS COMPLIANCE REPORT

OFFICE FOR CIVIL RIGHTS
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-1172